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ABSTRACT

This paper reports preliminary findings from data gathering efforts of the Phi Delta Kappa (PDK) Commission on Developing Public Confidence in the Schools, and then charts several applications of some confidence-building techniques. A pilot test identified factors that caused people to gain or lose confidence in schools. Respondents (N=409) indicated that people associated with the schools-educators-are most responsible for both the public's gain and loss of confidence in schools. In the second part of the study, a detailed PDK questionnaire was sent to 148 public schools that were identified as having positive images and the public's confidence. Responses were coded according to categories within three areas: (1) character of setting, (2) attitudes and values, and (3) activities and program features. Findings suggest that valid school-community communication seems to be instrumental in developing confidence in public schools. A description follows of a project in Knoxville, Tennessee, that used ideas from the PDK study to promote positive school-community relations. Although improvement in basic skills was the highest priority of the Knoxville project, parental involvement, community support, and community involvement were stressed by project activities. Three appendixes provide instrumentation and survey results from the ongoing PDK project. (TE)

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STUDIES OF PUBLIC CONFIDENCE IN SCHOOLS AND SOME APPLICATIONS OF THE RESULTS*

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*Paper presented at Southern Regional Council on Educational Administration (SCREA), September, 1985, by M.N. Lintz, doctoral candidate and C.M. Achilles, professor, Educational Leadership, College of Education, the University of Tennessee, Knoxville, 37996-3400.

STUDIES OF PUBLIC CONFIDENCE IN SCHOOLS AND SOME APPLICATIONS OF THE RESULTS*

Introduction

Public confidence in American education has been a hot, even trendy, topic on many agendas in recent years. Professionals from education organizations and journals, government agencies, colleges and universities, and local schools have addressed the confidence issue. A recent study has identified deficient school-community relations as being responsible for at least part of this confidence issue in the schools. This paper reports some findings from data gathering efforts of the PDK Commission on Developing Public Confidence in the Schools and then charts several applications of some confidence-building techniques.

In 1982, Phi Delta Kappa (PDK) established the PDK Commission for Developing Public Confidence in Schools, William W. Wayson, chair. The PDK Commission, which plans to publish its findings in early 1986, proposed to do the following tasks:

1. Explore the concept of confidence in education: its facets and levels of meaning for populations and communities.

2. Identify schools and districts with positive public confidence and determine what essential characteristics or activities are transferable.

3. Develop ways to communicate essential features of schools with high public confidence and strategies by which to attain those features: A) Handbook and B) Directory of schools. (From Proposal to PDK, Wayson and Pinnell, 1982)

A first task was to evolve a working definition of "confidence" -- one that recognized the affective, cognitive, and conative facets of confidence. The Commission's working definition has been reported by Carol and Cunningham (1984:111).

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For our purposes we define confidence as belief in, faith in, understanding of, willingness to support, pride in, loyalty to, and willingness to defend a school or a school system. (Emphasis in original).

The Pilot Tests

In order to identify factors that caused people to gain or lose confidence in schools and to obtain items for the final data instrument, the PDK Commission used purposive (convenience) samples of community members (educators and non-educators) in three separate locations (n = 148, 79, 182). Open-ended questions asked respondents (409) what caused them to gain or lose confidence in the schools.

Reasons given for gain or loss of confidence were coded, tabulated and ranked for each of the three surveys independently. The coding categories for the pilot study are in Appendix A. To determine the consistency of response among the three separate surveys the Kendall Tau was computed, and consistency between pairs of ranks was checked by the Spearman Rho. Table 1 shows the Kendall coefficients estimating agreements among the three sets of survey results.

Table 1
RELATIONSHIPS (AGREEMENTS) AMONG THREE GROUPS OF RESPONDENTS: PDK PILOT STUDY (1982)

A	B	C
1.00	0.50	0.48
0.00	0.00	0.00
	1.00	0.54
	0.00	0.00
		1.00
		0.00

The moderately high correlations and corresponding levels of significance indicate general agreement on the relative importance of various factors to cause a gain or a loss in confidence in the schools. After assuring satisfactory agreement among the three sets of responses, the three sets were

combined into a single categorization for further analyses. (See Table 2, p. 4).

Responses (n = 409) were categorized and ranked using the "gain confidence" results as the basis for the rankings. Data in Table 2 show that people associated with the schools -- educators -- are most responsible both for the public's gain and loss of confidence in schools. Discipline provides a different picture. Good discipline does not contribute much to a gain in confidence (perhaps because it is expected), but poor discipline is important (fourth) in leading to a loss of confidence. Some factors (e.g., salaries) did little either as gain or loss items. These observations led to another data categorization.

Combined results from the three pilot surveys were grouped into 4 categories (Hi-Hi; Hi-Lo; Lo-Hi; Lo-Lo) of gain lose-confidence factors. (See Figure 1). Results (Table 2) suggest clusters of "factors" rather a continuum from high (as a gain on a positive item) to low (as a loss on a positive item), and this is substantiated by the display in Figure 1. That is, some factors were Hi-Hi, or Lo-Lo, etc.

Three of the five highest ranking factors (Hi-Hi confidence factors) are related to the attitudes of people most closely associated with the schools: teachers, administrators, students, and community members, including parents. What and how information is communicated to the schools' various publics is the fourth highest ranking factor in the Hi-Hi categorization. Low rankings on gain-confidence factors and high rankings on lose-confidence factors (buildings/facilities, funding, discipline, decision-making, and staff quality) indicate that confidence is high if these factors are present and low if they are absent. Factors that rank high on gain confidence and low on loss (community-involvement, non-academic programs, academic programs, academic performance, and instructional quality) seem to be those that can be "showcased"

TABLE 2
COMBINED RANK (OF 3 SURVEYS) OF 20 CATEGORIES OF RESPONSES FOR GAIN OR LOSS OF CONFIDENCE IN SCHOOLS
(TIES SHOWN AS EQUAL RANKS)
N=409

GAIN RANK	CONFIDENCE ITEM	LOSE N	LOSE RANK
1	TEACHER ATTITUDES	223	1
2	ADMIN. ATTITUDES	119	2
3	STUDENT ATTITUDES	74	6
4	ACADEMIC PROGRAMS	60	9
5	COMMUNICATIONS	72	7
6	COMMUNITY ATTITUDES	77	5
7	ACADEMIC PERFORMANCE	52	10
8	INSTRUCTIONAL QUALITY	48	11
9	COMMUNITY INVOLVEMENT	22	16
10	STAFF QUALITY	65	8
11	NON-ACADEMIC PROGRAMS	23	15
12	DISCIPLINE	109	4
13	DECISION-MAKING PROCESS	112	3
14	CAREER/HIGHER ED. READINESS	26	14
15.5	BUILDINGS/FACILITIES	32	13
15.5	FUNDING	44	12
17	MATERIAL/EQUIPMENT	19	17.5
19	EQUAL OPPORTUNITIES	16	19
19	SALARIES	11	20
19	STUDENT/TEACHER RATIO	19	17.5

REVISED: 4/15/85

PDK COMMISSION PILOT STUDY DATA

GAIN CONFIDENCE

LOSE CONFIDENCE	GAIN HI	GAIN LO
HI	TEACHER ATTITUDES ADMIN. ATTITUDES STUDENT ATTITUDES COMMUNICATIONS COMMUNITY ATTITUDES	BUILDINGS/FACILITIES FUNDING DISCIPLINE DECISION-MAKING STAFF QUALITY
	1-7 1-7	8-20 1-13
	1-13 8-20	14-20 14-20
LO	COMMUNITY INVOLVEMENT NON-ACADEMIC PROGRAMS ACADEMIC PROGRAMS ACADEMIC PERFORMANCE INSTRUCTIONAL QUALITY	CAREER/HIGHER ED. READINESS MATERIAL/EQUIPMENT EQUAL OPPORTUNITIES SALARIES STUDENT/TEACHER RATIO

FIGURE 1. COMBINATIONS INTO 4 CATEGORIES (HI-HI; HI-LO; LO-HI; LO-LO) OF 20 GAIN/LOSE-CONFIDENCE FACTORS BY THEIR RANKING AS EITHER GAIN OR LOSE

DECISION RULES: HI-HI=BOTH 7 OR HIGHER; HI-LO =1-13/8-20; LO-HI=8-20/1-13; LO-LO =BOTH 14 OR LOWER. IF ELIGIBLE FOR BOTH, USE HIGH RANK TO DECIDE CATEGORY.

to help provide good feelings and confidence about the schools. (Note that these, to many people, are at the heart of the reason for schooling). Factors ranking low on both gain- and lose-confidence categories apparently are not considered by the public to be important to confidence-related issues. (Note that these factors seem to be those of importance to educators. We're interested in similarity of these to Herzberg's "hygiene" factors).

These preliminary findings gave the Commission the foundation for the questionnaire used in their study. Using and expanding on results of the pilot study, literature reviews and Commission papers, the Commission moved to an intensive study of "good" schools -- for purposes of this study, schools that have the confidence of their publics.

Some Items from the Detailed Study

The "PDK Commission On Developing Public Confidence in Schools" conducted its intensive data collection efforts in America's public schools, private schools, and school districts that appear to have the publics' confidence. (Data reported and discussed in this paper were derived from the 148 public schools for which data were complete). The PDK Commission used several methods to identify schools with positive images and strong community linkages -- those schools that seem to have the public's confidence. Nominations of schools came from advertising in newsletters of major professional organizations in education such as The American Association of School Administrators (AASA), (NASSP), (ASCD), (PDK), (NAESP), (AERA), and (NSBA). Schools were identified from existing work and files of Frymier's Kappa Delta Phi Study of 100 good schools, from Education Secretary Bell's 200 Winning Secondary Schools for 1983 and from prior work of the PDK Commission on Discipline (Wayson and others, 1982). Finally, schools were nominated by PDK Chapters and by members of the PDK Commission on Confidence.

A triangulation method was used to validate that selected schools were

appropriate for the study. The name of the nominated school was sent to the PDK Chapter serving the area in which the school was located, "validators" from other sources, and Commission members. Each source was asked if the nominated school met study criteria (the definition of confidence). Each nominated school that met the first validation step was asked to provide validators from a predetermined list of community persons. (See Carol and Cunningham for more details of this step). Validators were contacted to determine if they thought that the school should be in the study. This process resulted in 148 schools that met the criteria and for which there were complete data.

Responses to the detailed PDK Questionnaire were coded according to categories within three areas: (1) character of setting; (2) attitudes and values; and (3) activities and program features. (See Appendix B for PDK Categories and Definitions for coding the final questionnaires.)

The categories (responses or factors) for each question were ranked according to 1) the number of times that a factor was mentioned and 2) the number of schools (of 148) in which this factor was mentioned. Appendix C shows the top 10 factors for both rankings on key items of the final questionnaire. The actual items from which responses were categorized also appear in Appendix C. Although the mission of this paper is not a detailed analysis of these data, some brief discussion seems in order. Item 19 (p. C-1) shows for both rankings a consistent element of positive statements about curriculum, students, teachers, parental involvement, student support, etc. Those school evince what Carol and Cunningham (1984) called a warm, caring atmosphere. Item 24 (p. C-2) allowed respondents to specify in an open-ended format evidence of confidence in the school. Note, for both rankings, the heavy concentration on parent and community involvement, awards and recognition, students, parents, etc. These schools are involved with their students and they are a part of their communities. Item 25 (p. C-2) expresses what principals of these

"high-confidence" schools believe has helped the schools become "high confidence" places. The top responses include teachers, parents, involvement, students . . . all answers that we'd expect. Perhaps the difference is the priority or emphasis. Item 26 (p. C-3) lists ideas that these principals believe could be "transported" to other schools. Parental involvement, communication, management, attention to the non-parental community, student support, governance, etc. are at the top. Hardly surprising. These respondents believe in what they are doing and that other schools could be improved by attention to many of these same techniques. Item 27 (p. C-3) deals with loss of confidence. (Note the generally few numbers of reponses . . . these, after all, are high-confidence schools!) By far, the biggest problem area (only 35 negative responses compared to 195 positive responses in item 26 above) is communication. Poor communication may happen, and it erodes confidence. This result certainly supports the finding reported in Figure 1 that communication is a Hi-Hi item in the business of confidence in the schools.

Responses to items 12, 19, 24, 25, 26, and 27 (Appendix C) tend to be very similar to the pilot test data. The people of the schools have considerable impact on the confidence that a school enjoys. The people are more important than programs or facilities or materials . . . .

Some Extended Applications of PDK Ideas in LEAs

Some "spin-off" activities occurred in cooperation with Commission Members as a result of the PDK Study. Ideas from the PDK Study have been used to help communities gain more confidence in their schools. A project in Knoxville, Tennessee, used positive school-community relations as one way to improve student performance on the state proficiency test. Although improvement in basic skills--language, mathematics, science--was the highest priority of the Knoxville Project, parental involvement, community support, and community involvement were stressed by project activities including community awareness,

home support (work with parents), and increased community involvement. Several (24) local businesses supported this project by furnishing tutors and incentive awards to teachers and students. One large company actually "adopted" the project.

The Knoxville City Schools also began conducting a survey of public opinions about the schools in late 1984. This survey was the first step in a structured, two-way communication and feedback process in the schools. The survey was revised and in October, 1985 another pilot test was conducted to try out an efficient and effective process for polling the Knoxville registered voter opinion about the schools. This survey was administered at polling places in schools at the primary election. Appendix D includes the summary results of the 1984 (N = 1147) and 1985 pilot (N = 244) surveys. (Complete survey results are available if requested).

We are interested in the pilot results of surveying at the polling places. Costs are low and return is high. By working with the Election Commission we know the total registered voters for each polling place, and the average voter turnout there. We have worked out a sampling frame and have moved toward a way to draw a random sample from the voters of each precinct at the .95 confidence level. The first full-scale attempt to do this survey was November, 1985. (Results for next year's SRCEA?) To avoid creating poor human relations, we'll give a survey to everyone who demands one (besides the random sample). These non-random surveys will be kept separate, analyzed, and compared to the random results. (Any bets?)

There are few changes from the 1984 "first run" of the survey (N = 1147, p. D-1) and the 1985 pilot of the voting experience (N = 224, p. D-2) conducted at the primary elections in August, 1985. We found that clear instructions were needed for the PTA/PTO representatives who worked at the survey tables. Appendix D (p. D-3) includes the new instruction formats.

Our surveys have included some items from the PDK Study and from the Annual Gallup Poll of the Public's Attitudes Toward the Schools. For example, both the 1984 and 1985 surveys included the Gallup Poll question asking respondents to grade the schools (which is a confidence-related question). The recent (1985) Gallup Poll showed the following results for the grading of the public schools (results as percents): A (3%); B (24%); C (43%); D (12%); Don't know (15%). Comparisons of the 1984 and 1985 results (question 10, pages D-1, D-2) for Knoxville City and these 1985 Gallup results show that the Knoxville schools are perceived as doing a bit better than the national average. The Knoxville City Survey did not include the "don't know" option; however, "no response" might be considered equivalent to the "don't know" response. We may include the "don't know" option in the revised survey so we'll have more confidence in our comparative data. As it is currently worded, the survey also serves as a needs assessment vehicle, as well.

Summary

Valid school-community communication seems to be at least one issue in the current situation dealing with confidence in the public schools. The PDK Study on Developing Confidence offers some interesting and helpful information about school personnel and their key role in developing confidence in the schools. It also provides data about students, and community members, and school-community communications. One challenge will be to use results of the studies in useful ways. We have tried a couple approaches, and are considering some other application.*

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*Thanks to Dr. Reggie High, College of Education, University of Tennessee, Knoxville for bringing to our attention the strategy of a survey at voting precincts. We are hoping that this idea will work out as well as we think that it will.

Appendix A

Categories & Definitions
(Pilot Test)

Appendix A

Categories, Definitions, and Examples

Category	Definition	Example
1. Communication	includes any reference to giving or receiving information through the media (oral or written)	a. I read in newspapers about test scores. b. The teacher tells me about class activities. c. Accidents at school are not reported to parents.
2. Community Involvement	includes any reference to the use of community members inclusing parents and/or family members in school activities	a. Senior citizens help students in the classroom. b. Parents enjoy taking part in school activities. c. Schools are closed to parents and others.
3. Academic Programs	includes any references to the overall program or curriculum and/or any specific programs within the overall program	a. Special emphasis is placed on college preparedatory courses. b. The importance of reading is emphasized. c. The curriculum is diverse.
4. Non-Academic Programs	includes references to any extra curricula programs and school related programs outside the academic program	a. Athletic teams are successful. b. Extra-curricular programs extend and enhance other programs. c. The band, chair and athletic teams are emphasized too much.
5. Student/Teacher Ratio	any reference to the number of teachers per student or classroom size	a. The classrooms are not crowded. b. The teacher has time to give individual attention.
6. Career/Higher Education Readiness	includes any reference to preparation for college or schools after high school and/or the world of work	a. Students are prepared for current job markets. b. See students applying what they have learned in the world of work. c. A low percentage of students go to college?
7. Staff Quality	includes any reference to the education, training or professional credentials of any staff member including support staff	a. The school has quality teachers. b. School support staff helps students. c. Lazy, incompetent teachers are fired.
8. Instructional Quality	any reference to the actual teaching in classroom	a. Children are getting individual attention b. Students are taught good study habits. c. Children's homework is too difficult.
9. Materials/Equipment	any reference to school materials and/or equipment	a. My child has updated books. b. Library books are in good shape. c. The school does not have modern equipment
10. Buildings/Facilities	any reference to school buidlings and/or facilities	a. The school building is clean and organized. b. General maintanence of building is good. c. School facilities are not kept in good condition.
11. Teacher/Administrator Ratio	any reference to the number of teachers and/or administrators	a. The district has a good balance of administrators and teachers. b. The district has too many teachers. c. The school has more administrators than teachers.

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12. Discipline	any reference to student behavior	a. Things are quiet and orderly on the school. b. Drugs and alcohol are controlled. c. Smoking is discouraged.
13. Academic Performance	any reference to student performance academically and/or how well they do on tests	a. When students perform well on tests as compared to state and nationwide. b. The school has high test scores. c. Children cannot read.
14. Student Attitudes	any reference to how a student feels or thinks or acts about school or school work and/or activities	a. My child enjoys school. b. My child feels that a teacher is unnecessarily harsh. c. Students do not respect teachers.
15. Teacher Attitudes	any reference to how teachers, feel, think, or act	a. Teachers are disinterested in students. b. Teachers place blame on everyone but themselves. c. Teachers go on strike.
16. Administrator Attitudes	any reference to how administrators think, feel or act	a. Academic classes are cancelled for sports activities. b. School administration do not show interest in hiring quality staff. c. Administrators and teachers bicker in public.
17. Community Attitudes	any reference to how community members, including parents, think, feel or act	a. Too many people go to school board with problems. b. School levies do not pass. c. Parents do not support the school.
18. Decision Making Process	any reference that includes making decisions about school programs, activities, or student and/or school staff	a. Programs are cut. b. Inappropriate and poor decisions are made. c. School and board decisions are student oriented.
19. Funding	any reference to how schools receive and spend money	a. When schools have sound financies. b. When good programs have budgets cut. c. There never seems to be enough money.
20. Politics	any reference to school or district politics	a. Politics get in the way of education. b. School board members politic instead of working for students. c. When politics become involved with schools.
21. Equal Opportunities	any reference to equal opportunity	a. When schools provide equal opportunity to all. b. All students are given equal opportunity. c. When all students are not treated equally.
22. Salaries	any reference to school staff salaries	a. Teachers are paid adequately. b. School staff members are having salary problems. c. Staff members are given merit raises.
23. Miscellaneous	any comment that did not fit in any other category	a. The focus of public schools is to downgrade private schools. b. There is no confidence in our local school district. c. Bussing takes place.

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Appendix B

PDK Categories & Definitions

PHI DELTA KAPPA
COMMISSION FOR DEVELOPING
PUBLIC CONFIDENCE IN SCHOOLS

CATEGORIES FOR CODING QUESTIONNAIRE ITEMS 12, 19, 25, 26, AND 27

1.00 CHARACTER OF THE SETTING

Record here statements which describe the character of any person or feature of the staff, building, district, or community. Items scored here will generally be adjectives and will be stated in broad terms that do not show a specific activity. Responses will be further categorized according to the particular type of persons or features to which the description is attached.

1.01 STUDENTS -- Statements that describe the students in the school. "Students are hardworking." "Our students come from diverse backgrounds." "Students are well-behaved."

1.02 TEACHERS -- Statements that describe the teaching staff. "Most teachers have master's degrees." "Teachers have been here an average of 15 years." "Teachers live in the town."

1.03 OTHER STAFF -- Statements that describe school personnel other than administrators or teachers. "Counselors are capable." "Custodians do a good job." "The secretary is friendly."

1.04 PRINCIPAL -- Statements that describe the principal. "Principal has been here 25 years." "Principal supports staff members." "He loves children." "She is a good manager."

1.05 CURRICULUM -- Statements that describe the formal learning situation and or content. "The curriculum is a tough one." "Teaching focuses on academic subjects." "we use a variety of methods." "Classes are departmentalized."

1.06 EXTRACURRICULUM -- Statements that describe the extracurricular program including informal activities on the playground or other sections of the building. "We have lots of extracurricular activities." "Drama is an important part of our program." "The student lounge is used continuously."

1.07 WHOLE SCHOOL -- Statements that describe the school in general or some characteristic of the whole, not easily attributable to specific persons or features. "The school exudes a warm atmosphere." "It is a good learning place." "People like being here."

1.08 PHYSICAL PLANT -- Statements that describe the building or grounds. "We have an old building." "The building is exceptionally clean." "The building is built on the open plan."

1.09 DISTRICT ADMINISTRATION -- Statements that describe the superintendent or the staff in the central office or the general management of the school system but not the school board. "The new superintendent is friendly and supportive." "Supervisors are helpful." "The district is decentralized."

1.10 SCHOOL BOARD -- Statements that describe the school board members or the board as a unit or its general operations. "Board meetings are efficient." "Board members are unusually qualified." "The board decides on educational grounds."

1.11 PARENTS -- Statements that describe parents. "Our parents are supportive." "Most parents have finished college." "These parents move a lot."

1.12 COMMUNITY -- Statements that describe the community served by the school or the district. "A blue-collar community." "An old, stable town." "A beautiful area of lakes and mountains."

1.13 ALUMNI -- Statements that describe graduates from the school. "Our kids do well in college." "We have merit scholar winners." "Several of our boys are in professional sports now."

2.00 ATTITUDES AND VALUES HELD BY . . .

Record here any statements that reflect how people feel toward specified ideas, objects or persons or what values they hold. Items scored here generally will be feelings, thoughts, emotional states, or general dispositions with no action specified. Responses will be further categorized according to the person or group HOLDING OR EXHIBITING the attitude.

2.01 STUDENTS -- Statements that tell what attitudes and beliefs are held by the students in the school. "Students here believe in the work ethic." "Students are very tolerant of one another." "Our kids trust the faculty."

2.02 TEACHERS -- Statements that tell what attitudes and beliefs are held by the teachers in the school. "Teachers on this staff believe every student can learn." "The teaching staff believes that basic skills are important." "These teachers believe they should handle their own discipline."

2.03 OTHER STAFF -- Statements that tell what attitudes and beliefs are held by the staff other than teachers or administrators. "Custodians feel great pride in their work." "Secretaries here feel like mothers to the kids." "Morale is very high among non-certified personnel."

2.04 PRINCIPAL -- Statements that tell what attitudes and beliefs are held by the principal. "The principal thinks teachers are able to make professional decisions." "She just likes kids and you can see it." "He believes in getting out into classrooms."

2.05 (Nothing is to be coded here) --

2.06 (Nothing is to be coded here) --

2.07 WHOLE SCHOOL -- Statements that tell what attitudes and beliefs seem to permeate the whole school and its climate. "The school reflects that people are important here." "You can tell the minute you enter that

this is a place that prizes learning." "Everybody in the school just feels that parents belong here."

2.08 (Nothing is to be coded here) --

2.09 DISTRICT ADMINISTRATION -- Statements that tell what attitudes and beliefs are held by central office staff members. Do not include responses here that speak of the school board members, but do watch to see that whether the term "board" is being used to describe central office personnel rather than official school board members. "The superintendent places top priority on the liberal arts." "The whole administrative philosophy emphasizes participation." "Most decisions are based on the idea that the teacher is always backed."

2.10 SCHOOL BOARD -- Statements that tell what attitudes and values are held by the official school board and its members. "The board wants what is best for all the kids." "The board doesn't believe in coddling malingerers." "The board members believe in getting into the schools."

2.11 PARENTS -- Statements that tell what attitudes or beliefs the parents hold. "Parents here want homework." "These parents believe in the work ethic." "Our parents have faith in the teachers."

2.12 COMMUNITY -- Statements that tell what attitudes or beliefs prevail in the community or among community members. "The community isn't open for liberal ideas." "This town is dedicated to sports." "This is a place that values education."

2.13 ALUMNI -- Statements that tell what attitudes or values graduates from the school hold. "Graduates are loyal to this school." "Former students feel they got a good education here." "Some of the teachers are revered by their former students."

3.00 ACTIVITIES AND PROGRAM FEATURES

Record here any statements that describe any actions that characterize the school and the relationships among any of its members or among its members and the community. These will be full sentences with active verbs, describing observable and replicable features of life in the school. Responses will be further categorized according to the FUNCTION that the action serves.

3.01 STUDENT SUPPORT AND DEVELOPMENT -- Statements that describe activities that help individual or groups of students and/or contribute to their participating or belonging in the school. "Every adult has a group of advisees for whom he/she is a parent and an advocate." "Teachers spend a lot of after school hours with individual students." "Our program of peer counseling helps to integrate marginal students."

3.02 STAFF DEVELOPMENT -- Statements that describe activities that help individual or groups of teachers or other staff members to grow either personally or professionally. "Our staff meetings always include some new learning experience for teachers." "Our staff has a retreat every year for planning and development." "Our staff members, including our secretary, conduct workshops for other schools."

3.03 GOVERNANCE -- Statements that describe activities for making and enforcing rules or policies or expanding involvement in those activities. "We have students on all faculty committees." "We have an active community advisory board." "Faculty committees use the summer to plan the opening activities." "Each month the staff holds a 'quality circle' discussion about how well we are doing." This category describes PROCESSES by which decisions are made for governing the school.

3.04 MANAGEMENT -- Statements that describe activities for planning, coordinating, organizing, evaluating or otherwise implementing the daily affairs of the school. "Thursdays are scheduled for big blocks of time." "Decision teams are organized to include all departments and grade levels." "We have no bells ringing at any time." This category describes WHAT is done in managing daily affairs of the school.

3.05 THE CURRICULUM -- Statements that describe activities that improve curriculum content or instruction or extend it to greater numbers of students. "Our teachers take a lot of field trips." "Students tutor other students." "Every student who improves between grade periods gets a pizza party."

3.06 EXTRA-CURRICULUM -- Statements that describe activities that improve informal learning experiences, including informal activities on the playgrounds or other sections of the building. "We have enough extra-curricular clubs and teams for every child to participate." "Our band is the best in the state." "Every teacher sponsors a special interest club."

3.07 COMMUNICATION -- Statements that describe activities, other than personnel or student development, to increase or enhance oral or written interaction among any participants. "Our weekly newsletter tells what students are doing." "We have front page stories in the paper every week." "Teachers have to make one positive contact per week with every household." This category includes only mediated, non-face-to-face communications through publications, mail, phone, or electronic media.

3.08 BUILDINGS AND GROUNDS -- Statements that describe activities for improving the appearance or utilization of physical facilities. "Faculty and students work together to beautify the building." "Students' work is always on display." "We eliminated the men's and women's lounges to combine into one lounge."

3.09 FINANCES AND FINANCIAL MANAGEMENT -- Statements that cite finances or fiscal management. Put all references to financial matters in this category.

3.10 (Nothing is to be coded here) --

3.11 PARENTAL INVOLVEMENT -- Statements that describe activities to increase parental participation in the school or its program. "We hold classes to teach parents how to help with homework." "Parents come in to teach mini-courses nearly every week." "A teacher trained a corps of parents to consult with irate parents."

3.12 INVOLVING THE NON-PARENTAL COMMUNITY -- Statements that describe activities to increase participation or contact by community members other than parents. "We have grandparents' day." "Senior citizens act as advocates for assigned kids." "Businesses have adopted schools."

3.13 TAKING THE SCHOOL INTO THE COMMUNITY -- Statements that describe activities to make school personnel or students visible and active in the community. "The principal serves on several boards." "Our student speakers' bureau serves all of the civic organizations." "Our annual community clean-up gets headlines." This category involves taking people into the community for personal, usually face-to-face contact.

Appendix C

PDK Questionnaire Results

PHI DELTA KAPPA (PDK) COMMISSION ON DEVELOPING
CONFIDENCE QUESTIONNAIRE RESULTS

12. In the space below, please provide any additional information about the students in your school which would help someone to form an accurate picture of the student body.

Rank	Code #	# People Choosing*
1	1.01 (Students)	133
2	1.12 (Community)	72
3	1.07 (Whole School)	44
4	1.11 (Parents)	42
5	2.01 (Students)	27
6	3.05 (Curriculum)	24
7	3.06 (Extracurriculum)	22
9	3.01 (Student Support)	18
9	2.11 (Parents)	18
9	1.13 (Alumni)	18

Rank	Code #	# Times Chosen
1	1.01 (Students)	252
2	1.12 (Community)	116
3	1.07 (Whole School)	62
4	1.11 (Parents)	58
5	3.05 (Curriculum)	54
6	2.01 (Students)	39
7	3.01 (Student Support)	38
8	3.06 (Extracurriculum)	36
9	3.15 (Awards/Recognition)	30
10	3.07 (Communication)	22
10	1.13 (Alumni)	22

*Out of possible 148

19. Please describe characteristics of your school that you think are unique.

Rank	Code #	# People Choosing*
1	1.07 (Whole School)	64
2	3.05 (Curriculum)	58
3	3.06 (Extracurriculum)	46
4	1.01 (Students)	46
5	1.05 (Curriculum)	44
6	1.02 (Teachers)	42
7	3.04 (Management)	39
8	3.01 (Student Support)	35
9	2.02 (Teachers)	35
10	3.11 (Parental Involvement)	33

Rank	Code #	# Times Chosen
1	3.05 (Curriculum)	134
2	3.06 (Extracurriculum)	122
3	1.07 (Whole School)	82
4	3.04 (Management)	77
5	1.05 (Curriculum)	73
6	1.01 (Students)	73
7	3.01 (Student Support)	67
8	1.02 (Teachers)	60
9	3.12 (Involving the Non-parental Community)	53
10	3.11 (Parental Involvement)	52

*Out of possible 148

24. Additional evidence of confidence in school not listed above.

Rank	Code #	# People Choosing*
1	3.11 (Parental Involvement)	43
2	3.12 (Involving the Non-Parental Community)	30
3	3.15 (Awards/Recognition)	24
4	3.09 (Finances and Financial Management)	23
5	3.01 (Student Support)	19
6	3.07 (Communication)	18
7	3.13 (Taking the School Into the Community)	17
8	2.12 (Community)	16
10	3.02 (Staff Development)	14
10	2.11 (Parents)	14
10	1.01 (Students)	14

Rank	Code #	# Times Chosen
1	3.11 (Parental Involvement)	63
2	3.12 (Involving the Non-Parental Community)	44
3	3.15 (Awards/Recognition)	43
4	3.13 (Taking the School Into the Community)	35
5	3.09 (Finances and Financial Management)	30
6	3.07 (Communication)	29
7	3.01 (Student Support)	26
8	1.01 (Students)	21
9	3.05 (Curriculum)	19
9	3.02 (Staff Development)	19

*Out of possible 148

25. If you could name <u>one</u> thing (more than any other) which raises confidence in your school, what would it be?

Rank	Code #	# People Choosing*
1	2.07 (Whole School)	50
2	2.02 (Teachers)	47
3	3.07 (Communication)	43
4	3.11 (Parental Involvement)	41
5	1.07 (Whole School)	35
6	2.12 (Community)	30
7	3.04 (Management)	29
8	3.01 (Student Support)	29
9	2.01 (Students)	26
10	1.01 (Students)	26

Rank	Code #	# Times Chosen
1	3.11 (Parental Involvement)	81
2	2.07 (Whole School)	71
3	2.02 (Teachers)	60
4	3.07 (Communication)	56
5	1.07 (Whole School)	43
6	2.12 (Community)	37
7	2.11 (Parents)	36
7	1.01 (Students)	36
9	3.01 (Student Support)	35
10	3.04 (Management)	34

*Out of possible 148

26. Describe what is being done in your school that could be done in other schools to win public confidence. Please use complete sentences; what you write will be used to describe your school for our readers.

Rank	Code #	# People Choosing*
1	3.11 (Parental Involvement)	107
2	3.07 (Communication)	103
3	3.04 (Management)	69
4	3.12 (Involving the Non-Parental Community)	63
5	3.01 (Student Support)	60
6	3.03 (Governance)	50
7	1.07 (Whole School)	50
8	3.02 (Staff Development)	47
9	2.07 (Whole School)	46
10	3.06 (Extracurriculum)	44

Rank	Code #	# Times Chosen
1	3.11 (Parental Involvement)	200
2	3.07 (Communication)	195
3	3.04 (Management)	141
4	3.12 (Involving the Non-Parental Community)	107
5	3.01 (Student Support)	104
6	3.06 (Extracurriculum)	86
7	2.07 (Whole School)	83
8	3.03 (Governance)	80
9	3.05 (Curriculum)	79
10	3.02 (Staff Development)	72

*Out of possible 148

27. Describe any specific incidents which caused loss of confidence in your school or in other schools with which you are familiar.

Rank	Code #	# People Choosing*
1	3.07 (Communication)	33
2	1.01 (Students)	16
3	2.02 (Teachers)	15
4	3.04 (Management)	14
5	2.07 (Whole School)	13
6	1.07 (Whole School)	13
7	3.03 (Governance)	12
8	2.12 (Community)	12
9	1.02 (Teachers)	11
10	3.09 (Finances and Financial Management)	10

Rank	Code #	# Times Chosen
1	3.07 (Communication)	35
2	1.01 (Students)	19
3	2.02 (Teachers)	15
3	1.07 (Curriculum)	15
5	3.04 (Management)	14
5	2.07 (Whole School)	14
7	3.03 (Governance)	12
7	2.12 (Community)	12
9	1.02 (Teachers)	11
10	3.11 (Parental Involvement)	10

*Out of possible 148

Appendix D

Knoxville City Schools
Survey Results (1984 & 1985)
Summary Data

Responses as percent (%) where applicable. Responses to items 11 and 14 are numbers.

N = 1147
NR = No Response
NA = Not Applicable
(Changed since first survey)

KNOXVILLE CITY SCHOOLS (KCS) SURVEY: 1985
(SURVEY RESULTS: 1984 SURVEY)

LEAVE THIS BLANK

1. What is your zip code? 10 represented Most: 17, 19, 20, 21 7 NR — 1-5

2. How long have you lived in the Knoxville City School (KCS) District? — 6
* 13 (1) 0-2 years
11 (2) 3-5 years
15 (3) 6-10 years
61 (4) 11- more years
75 NR

NA 3. Do you have children in the Knoxville City Schools (KCS) now? _____Yes _____No — 7

NA 4. Have you had children in the KCS in the last 5 years? _____Yes _____No — 8

5. The quality of education which KCS provides children is: — 9
25 (1) above average
54 (2) average
16 (3) below average
5 (4) do not know
24 NR

6. What one thing could be done to improve the quality of education in the KCS? — 10-11

Please check appropriate column(s) for questions 7-9.	yes (1)	no (2)	not sure (3)	
7. The Knoxville Schools offer alternative programs (in/out-of-school suspension, special educ., gifted and talented, etc.)? Do these programs improve education opportunities? 23 NR	80	5	15	12
8. Has student basic skills achievement in the KCS improved in the last five years? 46 NR	48	13	39	13
9. Has the quality of instruction in the KCS improved in the past 5 years? 37 NR	39	17	44	14

10. What "grade", generally, would you give the Knoxville City Schools? — 15
9 (1) "A"
39 (2) "B"
44 (3) "C"
7 (4) "D"
1 (5) "F"
63 NR

11. Please check items about which you would like to know more. (Numbers of responses) — 16-23, 24 blank
307 (1) school budget
394 (2) school board
383 (3) class size
468 (4) alternative programs
620 (5) regular classroom program
585 (6) local test scores compared to state and national norm
(several) (7) other (Please note)

12. I have trust and confidence in the Knoxville City School system's: — 25-29

	Super-intendent	School Board	Prin-cipals	Teachers	Central Admin.
1. Agree	56	51	74	74	NA
2. Disagree	10	20	9	10	NA
3. Don't Know	34	29	17	16	NA
NR	190	210	183	179	

13. What priority (1=highest, 3=lowest) for school improvement do you have for the following? Please check appropriate column(s) for each entry, a - m.

	High (1)	Medium (2)	Low (3)	NR (N)	
(a) adult and community education	21	56	23	212	30
(b) alternative schools/programs	37	52	11	215	31
(c) arts/music	35	55	10	214	32
(d) basic skills-language arts	84	16	1	159	33
(e) basic skills-mathematics	79	18	3	174	34
(f) career/vocational education	46	45	9	222	35
(h) early childhood/education	52	38	10	212	36
(i) health/physical education	38	55	7	221	37
(j) science/social science	60	38	2	211	38
(k) special educ./learning problems	56	39	5	210	39
(m) technology/computers	46	46	8	246	40

14. Where do you get most of your information about the schools? (Check one answer). — 41
201 (1) parents of children in school
39 (2) other individuals in community
162 (3) public events sponsored by schools (i.e., open house, board of eduction meetings, sports, etc.)
118 (4) school employees
254 (5) students
203 (6) newspapers
58 (7) radio/TV
31 (8) other

→ Numbers of responses
* Percents may not equal 100 due to rounding

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Responses as percent (%) where applicable. Responses to items 11 and 14 are numbers.

N = 244
NR = No Response

KNOXVILLE CITY SCHOOLS (KCS) SURVEY: 1985
(SUMMARY RESULTS)

LEAVE THIS BLANK

1. What is your zip code? 12 represented 6 NR Most: 14, 18, 20, 21 — 1-5

2. How long have you lived in the Knoxville City School (KCS) District? — 6
   * 4.6 (1) 0-2 years; 9.6 (3) 6-10 years
   6.7 (2) 3-5 years; 79.0 (4) 11- more years; NR = 6

3. Do you have children in the Knoxville City Schools (KCS) now? 36.4 Yes 63.6 No 2 NR — 7

4. Have you had children in the KCS in the last 5 years? 47.9 Yes 52.1 No 6 NR — 8

5. The quality of education which KCS provides children is: — 9
   19.9 (1) above average; 16.2 (3) below average
   54.9 (2) average; 8.7 (4) do not know; 14 NR

6. What one thing could be done to improve the quality of education in the KCS? — 10-11

Please check appropriate column(s) for questions 7-9.

	yes (1)	no (2)	not sure (3)	
7. The Knoxville Schools offer alternative programs (in/out-of-school suspension, special educ., gifted and talented, etc.)? Do these programs improve education opportunities? 14 NR	69.1	9.6	21.3	12
8. Has student basic skills achievement in the KCS improved in the last five years? 13 NR	53.2	21.2	25.5	13
9. Has the quality of instruction in the KCS improved in the past 5 years? 26 NR	46.6	22.8	30.6	14

10. What "grade", generally, would you give the Knoxville City Schools? 13 NR — 15
    10.8 (1) "A"; 42.9 (3) "C"; 1.3 (5) "F"
    36.8 (2) "B"; 8.2 (4) "D"

11. Please check items about which you would like to know more. (Numbers of responses) — 16-23, 24
    93* (1) school budget; 93 (5) regular classroom program
    68 (2) school board; 120 (6) local test scores compared to state and national norm
    91 (3) class size
    83 (4) alternative programs; 10 (7) other (Please note) — blank

12. I have trust and confidence in the Knoxville City School system's: — 25-29

	Superintendent	School Board	Principals	Teachers	Central Admin.
1. Agree (%)	51.8	39.6	59	67.8	31.8
2. Disagree (%)	31.8	30.5	32	25.7	42.2
3. Don't Know(%)	16.4	29.9	9	6.4	26.0
NR (N)	49	57	44	42	71

13. What priority (1=highest, 3=lowest) for school improvement do you have for the following? Please check appropriate column(s) for each entry, a - m.

	High (1)	Medium (2)	Low (3)	NR (N)	
(a) adult and community education	42.1	46.0	11.9	42	30
(b) alternative schools/programs	35.4	55.7	8.9	52	31
(c) arts/music	37.2	51.3	11.5	53	32
(d) basic skills-language arts	70.7	23.7	5.6	46	33
(e) basic skills-mathematics	73.4	21.1	5.5	45	34
(f) career/vocational education	56.4	36.9	6.7	49	35
(h) early childhood/education	57.7	32.0	10.3	50	36
(i) health/physical education	33.7	51.1	15.3	54	37
(j) science/social science	54.7	38.9	6.3	54	38
(k) special educ./learning problems	54.6	36.7	8.7	48	39
(m) technology/computers	56.6	31.8	11.6	46	40

14. Where do you get most of your information about the schools? (Check one answer). — 41
    86 (1) parents of children in school
    17 (2) other individuals in community
    35 (3) public events sponsored by schools (i.e., open house, board of eduction meetings, sports, etc.)
    25 (4) school employees
    18 (5) students
    39 (6) newspapers
    5 (7) radio/TV
    7 (8) other 12 NR

→ Numbers of responses

* Percents may not equal 100 due to rounding

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A SURVEY OF PUBLIC OPINION ABOUT THE
KNOXVILLE CITY SCHOOLS (KCS)

Background

We would like to obtain a sample of opinions of Knoxville registered voters regarding the Knoxville City Schools. Thus, we are sampling voters during the November elections. For the information to be useful, we need our sample to be obtained in as controlled and "scientific" a manner as possible. For this reason, we are asking you who assist with the KCS survey to follow the Guidelines for the KCS Survey. Thank you.

GUIDELINES FOR THE KCS SURVEY

Please follow these "Guidelines" as closely as possible. We are trying to obtain a "scientific" sample for the survey:

1. Distribute the survey exactly as described in your Survey Distribution Details. This will provide a random sample of voters.

2. If someone randomly selected refuses to participate, ask the next person to complete the survey and continue with your regular progression, counting from the person who actually conpleted the survey. (If this second person should refuse move to the third person, etc., until you have a respondent).

3. Have each randomly selected respondent place the completed survey in the "Random Sample Survey" pile (box, envelope, etc.).

4. If a person expresses a strong desire to complete a survey, but is not randomly selected to do so, give that person a survey form. Keep these "Non-Random" survey responses separate from the "Random" responses. (We shall analyze these, separately from the random sample, and comment on and report the results of both groups.

5. Put the Random Sample Survey in the envelope so marked; Put the Non-Random Survey in the other envelope. Be sure the school name is on each envelope. Return the envelopes as in your Survey Distribution Details form.

Please note. The Random survey responses will provide our "scientific" information. We do, however, wish to hear from those who feel strongly about the schools and wish to respond as part of the Non-Random group. We will analyze these results and compare them with the Random sample to help the KCS improve plans and programs.

If you have specific questions, please call one of the following for clarification:

Name: _____ Phone: _____

Name: _____ Phone: _____

THANK YOU FOR YOUR HELP